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ABSTRACT

A study investigated the attitudes toward reading of third-grade students involved in a whole language program. The sample consisted of 71 students--48 students participated in the study group, and a control group consisted of 23 students. The independent variables were participation status, gender, socioeconomic status, race, qualification for Chapter 1 services, and participation in English Training services. The dependent variables were scores from the scales of the Elementary Reading Attitude Survey (ERAS). These were: attitudes toward recreational reading, attitudes toward academic reading, and total. Pretest scores from the scales of the ERAS were employed as covariant measures and included attitudes toward recreational reading, attitudes toward academic reading, and total. Six composite null hypotheses were tested, and a total of 18 comparisons were made. Results indicated that none of the 18 main effects were statistically significant. Recommendations for replication include: (1) use a large random sample; (2) examine treatment in detail; (3) investigate other dimensions of effectiveness; and (4) control for teacher variables. (Contains 24 references and 6 tables of data. Letters requesting or granting permission, the Elementary Reading Attitude Survey, instructions for using the ERAS, a discussion of the validity and reliability of ERAS, blank demographic recording sheets, and a description of the treatment program are attached.) (RS)

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ED 371 341

A STUDY OF ATTITUDES TOWARD READING IN A WHOLE LANGUAGE CLASSROOM OF WESTERN KANSAS STUDENTS IN GRADE THREE IN A SELECTED SCHOOL

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

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Graduate Committee Approval

The Graduate Committee of Susan Brungardt hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Abstract

The purpose of the researcher was to investigate the attitudes towrad reading of third grade students involved in a whole language program. The sample consisted of 71 students. Forty eight students participated in the study group, and a control group consisted of 23 students.

The independent variables were participation status, gender, socio-economic status, race, qualification for Chapter 1 services, and participation in English Training services. The dependent variables were scores from the scales of the Elementary Reading Attitude Survey (ERAS). These were: Attitudes Toward Recreational Reading, Attitudes Toward Academeic Reading, and Total. Pretest scores from the scales of the ERAS were employed as covariant measures and included Attitudes Toward Recreational Reading, Attitudes Toward Academic Reading, snd Total.

Six composite null hypotheses were tested at the .05 level of significance. A total of 18 comparisons were made. None of the 18 main effiects were statistically significant at the .05 level. The researcher would make these recommendations if the study were to be replicated:

1. the study should be replicated with a large random sample,

2. the study should be replicated examining treatment in detail,

3. the study sould be replicated investigating other

dimensions of effectiveness, and

4. the study should be replicated controlling teacher variables.

Introduction

Overview

Anderson, Hiebert, Scott, and Wilkinson (1985) stated the following:

> Reading itself is fun. At least, it is for many children who are skilled readers for their age, and for some with average and below average skill. These children are, as the saying goes, "hooked on books." Increasing the proportion of children who read widely and with evident satisfaction ought to be as much a goal of reading instruction as increasing the number of competent readers. (p. 15)

According to Routman (1991), whole language is a grass roots movement among many classroom teachers today. It seems to have students attitudes toward reading as a major influence on what is taught and how it is being taught. As Routman (1991), a leading whole language teacher claimed, "the only way students will choose to read and write beyond the school setting is if they view reading and writing as enjoyable and purposeful" (p. 16).

Anderson, Wilson, and Fielding (1988) indicated that teachers had an important influence on how much time children spend reading books during and after school hours. Routman (1991) reported that teachers who have adapted a whole language approach had changed the way they teach reading. Real trade books replace basal readers, classroom

libraries are stocked with books on each theme studied, teacher read aloud periods, and free reading time is part of the ordinary day in many of these classrooms. Anderson, Wilson, and Fielding (1988) stated that, "reading books was the out of school activity that proved to have the strongest association with reading proficiency" (p. 297). Foertsch (1992) maintained that students who enjoy reading will likely read frequently, thus developing and improving their comprehension.

Alexander and Filler (1976) suggested that, "the universal goal of reading instruction should be the fostering of positive attitudes toward reading" (p. 35). Smith (1986, cited in Goodman K., 1989, p. 217) argued that, "those who are successful in becoming literate in school become members of the literary club." Goodman suggested that in whole language classrooms, researchers can explore the validity of this concept. Does whole language make more pupils feel like members of the literary club?

Definitions of Whole Language

There is considerable variety among definitions of whole language today. Watson (1989) gave the following definition for whole language:

> a label for mutually supportive beliefs and teaching strategies and experiences that have to do with kids learning to read, write, speak, and listen in natural situations. Students are at the heart of the

> curriculum planning, nothing is set into classroom motion until it's validated by learners interests and motivated by their needs. (p. 132)

Whole language was further defined by Routman (1991) as, "not just about giving up the basal. Rather, it is about having teachers and students decide together what is worth knowing and how to come to know it" (p. 26).

Goodman, Y. (1989) stated:

> the focus of the whole language curriculum is not on the content of what is being studied but on the learner. This does not minimize the importance of content, rather, it represents the belief that content can only be understood and seriously studied where learners are actively involved and interested in learning. (p. 114)

Although there is no one acceptable definition of whole language, and every classroom will not look the same, certain strategies can be observed in every classroom. These strategies according to Watson (1989) can be observed in different school settings. These include self-contained classrooms, English as a second language (ESL), special education, Chapter 1 remedial reading, or adult education classes. Routman (1991) explained, "whole language components include reading and writing aloud, shared reading and writing, guided reading and writing, and independent reading and writing" (p. 31). Tunnell and Jacobs (1989)

stated, "an affective approach to reading instruction is also an element of literature based reading programs" (p. 475).

Attitudes toward Reading

In an effort to better understand students' attitudes toward reading, Foertsch (1992), indicated that rsearchers from the National Center for Education Statistics asked students to describe their own ability to read. They reported a relationship existed between self-perception of ability and actual performance and between proficiency and positive attitudes toward reading. In other words, as proficiency increased, so did positive attitudes toward reading. They also reported children reading more frequently for fun on their own had higher proficiency than those that did not. Also, students who reported reading silently every day showed a higher proficiency than those not engaging in this activity.

Tunnell and Jacobs (1989) stated, "positive attitudes toward reading seems to be affected by allowing students to select their own reading materials" (p. 476). Whole language classrooms have built into their process silent reading time, outside of school reading, and the easy accessibility to books in classroom libraries. As Trelease (1989, cited in Tunnell and Jacobs, 1989, p. 477) stated, "early experiences with the richness and variety of real reading materials seems to give children reason to read,

teaching them not only how to read, but to want to read."

Participation in a Reading Program and Attitudes

Eldridge and Butterfield (1986) conducted a study to compare different approaches to reading instruction, two of which were variations of a literature based whole language program. The study consisted of 1,149 children in second grade in South Utah schools. They concluded that using children's literature to teach reading had a positive effect upon achievement and attitudes toward reading, much greater than those of the traditional methods used in the study.

Healy (1963) conducted a study to find a more effective way to help foster a genuine liking of reading in children. The study was conducted in three fifth grade classrooms in Florida. Children were placed in three different instructional method groups. Attitudes toward reading were determined before the experiment by way of questionnaires. The Wilcoxen Matched Pairs Signed-Ranks tests were used to determine differences. The differences were significant at the .01 level. Healy concluded that attitudes could be changed by allowing children to choose their own reading material which interested them and by having a wide variety of books to select. Self selection of material and a wide variety of books to select are components of a whole language program.

Mullis, Campbell, and Farstrup (1993) indicated that in the 1992 National Assessment of Educational Progress report

on reading assessment, fourth graders who were taught by teachers putting heavy emphasis on literature based reading instruction had a higher proficiency than students who received little or no emphasis in literature based reading. As reported earlier, higher proficiency often led to more positive attitudes toward reading.

Gender and Attitudes toward Reading

According to the National Assessment of Educational Progress, the fact that girls read better than boys seems to be a foregone conclusion in education. A review of the literature indicated many researchers came to the conclusion girls read better than boys. The National Assessment of Educational Progress reports for four consecutive issues (1970-1984) showed that girls ranked higher in proficiency than boys at all three grade levels tested. Using information from the National Assessment of Educational Progress (NAEP 1992), Walberg and Tsai (1985) determined variables which influenced affective factors in reading outcomes. Gender was employed as a control variable in the study. Girls scored higher and generally expressed more interest in reading than did boys.

Kennedy and Halinsky (1975) conducted a two year study of secondary students attitudes toward reading. A 70 item instrument was devised and administered to 977 students in a midwestern school system. According to expectations, females scored significantly higher on the instrument.

(t=7.03)

Askov and Fischbach (1973)used the Primary Pupil Reading Attitude Inventory to investigate the relationships among reading attitudes and achievement, sex, and grade placement. Attitude scores were significantly higher for girls than for boys, both before and after removing the effects of achievement. The multiple correlation of the two achievement measures on attitude was .203.

However, the present researcher found a study by Asher and Markell (1974) who reported that boys scored just as well as girls on material they rated as interesting and lower on material they rated as low in interest. These results supported the postulate that in order for children to excel in reading, it is important for them to be interested in the topic.

Socio-economic Status and Attitudes toward Reading

Results from the 1992 NAEP Reading Report Card assessments (Mullis, et al. 1993) showed that students attending advantaged schools showed higher reading proficiency than students from less advantaged schools. Plessas and Oakes (1964) concluded from a study of prereading experiences that children who came from parents of higher occupational levels showed a greated degree of readiness to read. However, they pointed out that parents of high occupational levels read more to their children and lived in an environment that had greater access to books

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than their counterparts. These findings might appear to introduce the question, does the home literacy environment or status characteristics have a more powerful influence on reading attitudes?

Hansen (1969) investigated home literary environment and status characteristics. The study was conducted with 48 fourth graders in a Wisconsin community chosen for its wide occupational distribution. Hansen concluded that what parents did in an environment was more important than status as far as developing positive reading attitudes. Hansen concluded that if this is true for the home environment, it follows that it should also be true for the school environment.

A study by Cohen (1968, cited in Tunnell & Jacobs, 1989, p. 470) compared the traditional basal approach to reading and an approach using a literature component. The New York schools selected for the study were chosen because of low academics, likely due to low socio-economic backgrounds of students. The treatment consisted mainly of reading aloud to the students and then following up with meaningful related activities. The children were also encouraged to read the books themselves. Cohen's study showed a significant increase in the treatment group in the areas of comprehension, vocabulary, and quality of reading.

Ethnic Background and Attitudes toward Reading

The present researcher found a limited number of

studies pertaining to the association between attitudes toward reading and ethnic background. In some studies, the results indicated reading proficiency higher in white students than other ethnic groups; however, few studies were found pertaining to attitudes toward reading.

The 1992 report of the National Association of Educational Progress based upon reading assessment from three grade levels indicated performance across racial/ethnic groups varied. White students had a higher reading proficiency at grades four and grade eight than did Asian, Black, and Hispanic students. By grade twelve, however, Asian students performed similar to White students with Black and Hispanic students performing lower. Diaz (1992) interpreted these findings as supporting the postulate that schools tend to be prowhite. For example, eye aversion is practiced among many groups of color in the United States as deference to authority. Yet, in the classroom this can hinder active learning. Diaz suggested classrooms with high student involvement, peer interaction, and innovative teaching methods were significant to learning for culturally different students whose learning styles were field dependent and group based.

Qualification for Chapter 1 Services and Attitudes toward Reading

Goodman K.(1989) maintained that if low readers were to become literate they must lose the loser mentality. Whole

language teaching helps pupils value what they can do and not be defeated by what they cannot do.

Boehnlein (1987) reported results from the Ohio Reading Recovery program, an American version of New Zealand Reading Recovery Program that emphasized whole language components. The Ohio Reading Recovery Program was specifically targeted at beginning readers who had a profile for failure. Results showed that after 15 to 20 weeks or 30 to 40 hours of instruction, 90% of the children who were in the lowest 20% caught up to the average of their class or above and never need remediation again.

Chomsky (1978) studied five children in third grade in a middle class community in Boston who had always been remedial reading students and hated reading. The researcher asked students to listen to taped stories from real books returning to them often until the stories were memorized. The neurological impress method using an enjoyable text seemed to be the key to success. Standardized achievement scores showed these children had made significant gains.

Tunnell and Jacobs (1986) studied a program that employed a whole language approach to an entire class of fifth graders. Eight of the 28 students were receiving Chapter 1 services. After 7 months of treatment, the standardized tests (SRA's) showed the 8 students with a 1.3 average score gain in comprehension. Tunnell and Jacobs (1989) also administered a 13 item reading attitude

questionnaire. Negative attitudes toward books and reading disappeared as self-esteem in readers grew.

Participation in an English Training Class and Attitudes toward Reading

Although the present researcher found no studies concerning whole language programs and the ESL student, studies were found that link components of whole language with ESL students. Diaz (1992) indicated that in a project conducted at Arizona State University, the attributes of effective schools serving Hispanic language minority students were investigated over a two year period. The study included seven elementary classrooms in the Phoenix, Arizona area. The results indicated that the key characteristic of effective schools was a classroom emphasizing integrated thematic curriculum and high student collaboration.

Urzua (1987) conducted a six month study of four Southeast Asian children as they wrote, revised, and read stories in English, their second language. The study was conducted in the northwestern part of the United States. The purpose of the researcher was to determine what children do to help each other and what effect having an audience for written work might have on reading and writing. The data indicated that ESL children learned language much the same way as native English speaking children, with frequent writing to communicate real stories, reading and responding

by peers, and building confidence and trust in oneself. These components can be found in the whole language classroom.

Summary

Attitudes toward reading appear to be associated with reading readiness, performance, and proficiency. The literature reviewed indicated that components of whole language enhanced the student's attitude toward reading. The literature indicated that as attitudes toward reading improved so did reading achievement.

Statement of th Problem

The purpose of the researcher was to investigate the attitudes toward reading of third grade students involved in a whole language program.

Rationale and Importance of the Research

Since counselors work with students in an academic setting, it is important for the counselor to have an understanding of current trends in education so that they can offer guidance in the students academic pursuits. The results of the present study will provide additional information pertaining to the variables investigated. The researcher found inconclusive results pertaining to gender, English Training, and attitudes toward reading. The present study will provide information related to these variables. The results of this study could be used by district curriculum committees, administrators, counselors, parents,

and classroom teachers to better prepare themselves to help students feel successful in their academic pursuits. The reading of career awareness books in a thematic unit would provide background for elementary counselors in teaching career awareness.

The results of the study provided information pertaining to the following questions:

1. Is there an association between participation status and attitude toward reading?

2. Is there an association between gender for those who participated in a whole language reading program and attitudes toward reading?

3. Is there an association between socio-economic status for those who participated in a whole language program and attitudes toward reading?

4. Is there an association between race for those who participated in a whole language program and attitudes toward reading?

5. Is there an association between qualification to receive Chapter 1 reading services for those who participated in a whole language program and attitudes toward reading?

6. Is there an association between qualification and participation in English Training services for those who participated in a whole language program and attitudes toward reading?

Composite Null Hypotheses

All hypotheses were tested at the .05 level of significance.

1. The difference between the adjusted post mean Elementary Reading Attitudes Survey scores (with pretest scores as the covarient measures) for third graders according to participation status will not be statistically significant.

2. The difference between the adjusted post mean Elementary Reading Attitude Survey scores (with pretest scores as the covarient measures) for third graders who participated in a whole language reading program according to gender will not be statistically significant.

3. The difference between the adjusted post mean Elementary Reading Attitudes Survey scores (with pretest scores as the covarient measures) for third graders who participated in a whole language reading program according to socio-economic status will not be statistically significant.

4. The difference between the adjusted post mean Elementary Reading Attitude Survey scores (with pretest scores as the covariant measures) for third graders who participated in a whole language reading program according to race will not be statistically significant.

5. The difference between the adjusted post mean Elementary Reading Attitude Survey scores (with pretest

scores as the covariant measures) for third graders who participated in a whole language reading program according to qualification for Chapter 1 reading services will not be statistically significant.

6. The difference between the adjusted post mean Elementary Reading Attitude Survey scores (with pretest scores as the covariant measures) for third graders who participated in a whole language reading program according to participation in English Training classes will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: participation status, gender, socio-economic status, race, Chapter 1 qualification, and English Training participation. The independent variables were investigated because of lack of research pertaining to them. Gender and English Training variables were investigated because of inconclusive results found.

Definition of Variables

Independent Variables

The independent variables were taken from a demographic questionnaire. The following independent variables were investigated:

1. participation status - two levels,
   level 1 - whole language reading, and
   level 2 - basal reading;

2. gender - two levels,
   level 1 - male, and
   level 2 - female;
3. socio-economic status - three levels,
   level 1 - full priced lunch,
   level 2 - reduced priced lunch, and
   level 3 - free lunch;
4. race - levels determined post hoc;
   level 1 - white
   level 2 - other
5. Chapter 1 qualification - two levels,
   level 1 - did qualify, and
   level 2 - did not qualify; and
6. English Training participation - two levels,
   level 1 - participated, and
   level 2 - did not participate.

Dependent Variables

Scores from the following scales of the Elementary Reading Attitudes Survey were employed as dependent variables:

1. Recreational - 10 items (possible points 10 to 40)
2. Academic - 10 items (possible points 10 to 40), and
3. Total - 20 items (possible points 20 to 80).

Covarient Measures

Scores from the Elementary Reading Attitude Survey administered in September 1993 were used as the covariate

measure.

Limitations

The following might have affected the results of the study:

1. the sample was not random,
2. sample size for certain subgroups,
3. different instructors for control (1 teacher) and treatment groups (2 teachers) and,
4. all data collected were self-reported.

Methodology

Setting

The setting for this study was Dodge City, Kansas. Dodge City has a population of approximately 20,000. Meat packing and agricultural related industries employ the majority of the population in the city. Ethnic background of the population consists of White, Hispanic, Asian, and Black. Dodge City has eight elementary schools, one middle school, one senior high, and a community college. The enrollment at the elementary schools used in the study were approximately 451 students in the whole language program school and approximately 466 students in the control group school.

Subjects

The sample consisted of a participation and a control group. The subjects who participated in the whole language reading program were students in two grade 3 classes at

Lincoln Elementary School in Dodge City, Kansas. All students who completed the pretest and posttest were included. The whole language class consisted of 52 students. Forty eight students completed both pretest and post tests. The participation group consisted of 26 boys and 22 girls in these classes. The participation group consisted of 7 Hispanic, 38 White, 2 Asian, and 1 Black students. The control group (basal) was a third grade class of 26 students at Northwest Elementary School in Dodge City, Kansas. Twenty three students from this class completed both pretests and posttests. This group consisted of 13 boys and 10 girls. The total sample consisted of 71 students, 39 boys and 32 girls.

Instrumentation

Two Demographics Sheets and the Elementary Reading Attitudes Survey were employed. A Treatment Demographics Sheet and a Control Group Demographics sheet were developed.

For the group receiving whole language instruction, information included the child's name, gender, socio-economic status, race, and whether the child received English Training or Chapter 1 services. For the control group, information included the child's name and gender.

All of the students who participated in this study were administered the Elementary Reading Attitudes Survey. The Elementary Reading Attitudes Survey generated three scores: a Recreational Reading score, an Academic Reading score, and

a Full Scale Reading score. The recreational reading portion of the instrument consisted of 10 items(possible score 10-40), the academic portion consisted of 10 items(possible score 10-40), and the full scale of 20 items(possible score 20-80).

McKenna and Kear (1990), authors of the ERAS, cited Cronbach alpha reliability coefficients for each grade level (1-6), for each subscale and the composite scores. The Cronbach alpha reliability coefficients varied from .74 to .89.

According to McKenna and Kear (1990), the validity of the academic scale was tested by looking at the relationship of the scores to reading ability according to teacher groupings. Information pertaining to construct validity of the recreational scale was compiled by questioning students in a national norming group about library use, current library use, and amount of television viewed per night. Information cited by McKenna and Kear indicated some support to the claim that scores from scales of the instrument reflect aspects of reading attitude. (Appendix E)

Design

A pretest/posttest control group design was employed. The independent variables investigated were: participation status (type of reading instruction), gender, ethnic background, socio-economic status, English Training services provided, and eligibility for Chapter 1 services. The

dependent variables were scores from the Recreational Reading subscale, Academic Reading subscale and the Full Scale Reading. Six composite null hypotheses were tested. A pretest/posttest design (with pretest scores as the covariant measures) was employed with each composite null hypothesis.

Ten threats to internal validity were identified by McMillan and Schumacher (1989). These 10 threats to internal validity were dealt with in the following ways:

1. history - a pretest/posttest control group design was used;

2. selection - all subjects who had both pretest and posttest scores were employed;

3. statistical regression - a pretest/ posttest control group design was used;

4. testing - the same instrument was administered for pretesting and posttesting;

5. instrumentation - the same instrument was administered for pretesting and posttesting;

6. mortality - all subjects who had both pretest and posttest scores were employed;

7. maturation - a pretest/posttest control group design was used;

8. Diffusion of treatment - taught by different instructors for control (1 teacher) and treatment groups (2 teachers);

9. Experimenter bias - standardized instruments were employed, the researcher collected data by standard procedures (Appendix G) and the researcher taught one of the whole language groups;

10. Statistical Conclusion - one mathematical assumption was violated, random placement of subjects, but the researcher did not project beyond the statistical procedure employed.

MacMillan and Schumacher (1989) also identified two threats to external validity. These two threats to external validity were dealt with in the following ways:

1. Population external validity - subjects were not randomly selected, therefore, the results should be generalized to similar groups only; and,

2. Ecological external validity - a pretest/posttest control group design was used, type of instruction was an independent variable, and standard procedures were used to collect data.

Implementation

The treatment group was taught by the researcher and another teacher for approximately 3 1/2 hours a day. The classes met each school day during the 1993-94 school year (Appendix G).

Data Collection Procedures

The researcher contacted Dr. Dennis J. Kear of Wichita State Univeristy, Wichita, Kansas to gain permission to use

the ERAS. Dr. Kear granted permission to the researcher to administer the instrument to elementary school students in western Kansas. (Appendix A, B).

The researcher contacted the principals of the two schools to explain the study and gain permission to use the students in the study. A time was set for the pretests to be administered in each school. The homeroom teacher of the control group administered the ERAS, while the researcher administered the ERAS to the participation group.

Each student was given the instrument. The teacher read each item aloud twice as the students circled their responses. The scoring sheet that accompanied the instrument was used by the researcher to record Recreational, Academic, and Full Scale scores. A demographic sheet for each student was completed by the researcher. A data sheet was prepared for mainframe computer analysis at Fort Hays State University.

Research Procedures

The research project was implemented in the following steps:

1. topic selected,
2. review of the related literature,
3. instrument was selected,
4. demographic sheet was developed,
5. research proposal was written,
6. data were collected,

7. research proposal was defended,
8. final document was written,
9. final document was defended, and
10. final editing of the document.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,
2. single factor analysis of covariance,
3. homogeniety of regression, and
4. least squared test of means.

Results

The purpose of the researcher was to investigate the attitudes toward reading of third grade students involved in a whole language program. The independent variables were participation status, gender, socio-economic status, race, qualification for Chapter 1 services, and participation in English Training services. The dependent variables were scores from the scales of the Elementary Reading Attitudes Survey. They were the following: Attitude Toward Recreational Reading, Attitudes Toward Academic Reading, and Total. Pretest scores from the scales of the Elementary Reading Attitudes Survey were employed as covariant measures and included Attitudes Toward Recreational Reading, Attitudes Toward Academic Reading, and Total. Six composite null hypotheses were tested at the .05 level of significance. Each composite null hypothesis was tested

employing a single-factor analysis of covariance with pretest scores as covariant measure. The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number one that the differences among the adjusted post mean Elementary Reading Attitude Survey scores (with pretest scores as the covariant measure) according to participation status would not be statistically significant. Information pertaining to composite null hypothesis number one was presented in Table 1. The following information was cited in Table 1: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, posttest adjusted means, F values, and p levels.

Table 1: A Comparison of Adjusted Posttest Mean Elementary Reading Attitude Survey Scores for Third Graders (Pretest Scores As Covariant Measures) According to Participation Status Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/S	posttest M/S	posttest Adj.M	F value	p level
Attitudes Toward Recreational Reading**						
Participation Status						
Treatment	48	31.2*/6.33	32.3/5.46	32.5	1.59	.2120
No treatment	23	32.8/5.43	31.0/6.16	30.7		
Homogeneity of Regression					0.00	.9873
Attitudes Toward Academic Reading						
Participation Status						
Treatment	48	29.4/7.40	30.5/5.90	30.6	3.28	.0746
No treatment	23	31.4/5/91	28.3/5.17	28.0		
Homogeneity of Regression					0.16	.6928
Total						
Participation Status						
Treatment	48	60.6/12.67	62.6/10.08	63.0	2.87	.0947
No treatment	23	64.3/10.77	59.3/10.27	58.8		
Homogeneity of Regression					0.19	.6623

*The larger the value, the more positive the attitude.
**The scales had the following possible scores and theoretical means: Attitudes Toward Recreational Reading (10-40, 25); Attitudes Toward Academic Reading (10-40, 25); Total (20-80, 50).

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None of the three p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 1 indicated no association between the independent variable and the dependent variables. The mathematical assumption of homegeneity of regression was met for all three comparisons.

It was hypothesized in composite null hypothesis number two that the differences among the adjusted post mean Elementary Reading Attitude Survey scores (pretest scores as covariant measures) for third graders who participated in a whole language reading program according to gender would not be statistically significant. Information pertaining to composite null hypothesis number two was presented in Table 2. The following information was cited in Table 2: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, posttest adjusted means, F values, and p levels.

Table 2: A Comparison of Adjusted Posttest Mean Elementary Reading Attitude Survey Scores for Third Graders (Pretest Scores As Covariant Measures) Who Participated in a Whole Language Reading Program According to Gender Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/S	posttest M/S	posttest Adj.M	F value	P level
	Attitudes Toward Recreational Reading**					
Gender						
Female	22	33.0*/5.81	34.0/4.80	33.6	2.28	.1378
Male	26	29.8/6.48	30.9/5.66	31.3		
	Homogeneity of Regression				0.79	.3787
	Attitudes Toward Academic Reading					
Gender						
Female	22	30.0/6.91	31.5/4.89	31.4		
Male	26	28.9/7.89	29.6/6.61	29.7		
	Homogeneity of Regression				0.00	.9678
	Total					
Gender						
Female	22	62.9/11/81	65.5/7.95	65.0	2.14	.1507
Male	26	58.7/13.27	60.5/11.22	60.9		
	Homogeneity of Regression				0.01	.9093

*The larger the value, the more positive the attitude.
**The scales had the following possible scores and theoretical means: Attitudes Toward Recreational Reading (10-40, 25); Attitudes Toward Academic Reading (10-40, 25); Total (20-80, 50).

None of the three p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 2 indicated no association between the independent variable and the dependent variables. The mathematical assumption of homegeneity of regression was met for all three comparisons.

It was hypothesized in composite null hypothesis number three that the differences among mean Elementary Reading Attitude Survey scores (pretest scores as covariant measures) for third graders who participated in a whole language reading program according to socio-economic status would not be statistically significant. Information pertaining to composite null hypothesis number three was presented in Table 3. The following information was cited in Table 3: variables, group sizes, pretest means, pretest standard deviations, posttest adjusted means, F values, and p levels.

Table 3: A Comparison of Adjusted Posttest Mean Elementary Reading Attitude Survey Scores (Pretest Scores As Covariant Measures) for Third Graders Who Participated in a Whole Language Reading Program According to Socio-economic Status Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/S	posttest M/S	posttest adj. M	F value	p level
		Attitudes Toward Recreational Reading***				
Socioeconomic Class Status						
1 **	20	32.5*/5.69	33.0/5.70	32.6		
2	5	30.6/ 3.65	31.2/1.79	31.4	0.10	.9009
3	23	30.3/ 7.26	32.0/5.85	32.3		
		Homogeneity of Regression			2.54	.0909
		Attitude Toward Academic Reading				
Socioeconomic Class Status						
1	20	30.4/7.04	31.7/5.12	31.5		
2	5	26.8/6.72	27.0/5.29	27.5	0.97	.3252
3	23	29.1/7.97	30.2/6.53	30.2		
		Homogeneity of Regression			2.09	.1358
		Total				
Socioeconomic Class Status						
1	20	62.8/11.18	64.6/9.75	64.1		
2	5	57.4/9.56	58.2/5.76	58.9	0.57	.5704
3	23	59.4/14.50	62.2/10.99	62.4		
		Homogeneity of Regression			3.89	.0281

*The larger the value, the more positive the attitude.
**1=full price lunch, 2=reduced price lunch, 3=free lunch.
***The scales had the following possible scores and theoretical means: Attitudes Toward Recreational Reading (10-40, 25); Attitudes Toward Academic Reading (10-40, 25); Total (20-80, 50).

None of the three p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 3 indicated no association between the independent variable and the dependent variables. The mathematical assumption of homogeneity of regression was not met for the dependent variable Total.

It was hypothesized in composite null hypothesis number four that the differences among mean Elementary Reading Attitude Survey scores (pretest scores as covariant measures) for third graders who participated in a whole language reading program according to race would not be statistically significant. Information pertaining to composite null hypothesis number four was presented in Table 4. The following information ws cited in Table 4: variables, group sizes, pretest means, pretest standard deviations, posttest means, postest standard deviations, posttest adjusted means, F values, and p levels.

Table 4: A Comparison of Adjusted Posttest Mean Elementary Reading Attitude Survey Scores for Third Graders (Pretest Scores As Covariant Measures) Who Participated in a Whole Language Reading Program According to Race Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/S	posttest M/S	posttes adj. M	F value	p level
		Attitudes Toward Recreational Reading••				
Race						
White	37	30.5•/5.97	32.0/5.40	32.3	0.02	.8919
Other	11	33.8/ 7.07	33.3/5.80	32.5		
		Homogeniety of Regression			1.02	.3175
		Attitudes Toward Academic Reading				
Race						
White	37	28.5/7.25	30.4/5.65	30.6	0.09	.7695
Other	11	32.4/7.45	30.6/6.98	30.0		
		Homogeneity of Regression			2.28	.1385
		Total				
Race						
White	37	59.0/12.05	62.4/10.07	62.8	0.01	.9250
Other	11	66.2/13.72	63.9/10.51	62.5		
		Homogeneity of Regression			0.07	.7910

•The larger the value, the more positive the attitude.
••The scales had the following possible scores and theoretical means: Attitudes Toward Recreational Reading (10-40, 25); Attitudes Toward Academic Reading (10-40, 25); Total (20-80, 50).

None of the three *p* values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 4 indicated no association between the independent variable and the dependent variables. The mathematical assumption of homegeneity of regression was met for all three comparisons.

It was hypothesized in composite null hypothesis number five that the differences among mean Elementary Reading Attitude Survey scores (pretest scores as covariant measures) for third graders who participated in a whole language reading program according to qualification for Chapter 1 reading services would not be statistically significant. Information pertaining to composite null hypothesis number five was presented in Table 5. The following information was cited in Table 5: variables, group sizes, pretest means, pretest standard deviations, posttest means, postest standard deviations, posttest adjusted means, *F* values, and *p* levels.

Table 5: A Comparison of Adjusted Posttest Mean Elementary Reading Attitude Survey Scores for Third Graders (Pretest Scores As Covariant Measures) Who Participated in a Whole Language Reading Program According to Qualification for Chapter 1 services Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/S	posttest M/S	posttest adj. M	F value	p level
Attitude Toward Recreational Reading**						
Chapter 1 Services						
yes	12	29.8*/5.14	31.2/3.95	31.6	0.30	.5891
no	36	31.7/ 6.67	32.7/5.87	32.6		
Homogeneity of Regression					0.00	.9820
Attitude Toward Academic Reading						
Chapter 1 Services						
yes	12	28.0/6.12	30.9/4/12	31.2	0.27	.6055
no	36	29.9/7.80	30.3/6.43	30.2		
Homogeneity of Regression					0.00	.9862
Total						
Chapter 1 Services						
yes	12	57.8/9.06	62.1/5.96	62.8	0.00	.9920
no	36	61.6/13.64	63.0/11.18	62.8		
Homogeneity of Regression					0.04	.8490

*The larger the value, the more positive the attitude.
**The scales had the following possible scores and theoretical means: Attitudes Toward Recreational Reading (10-40, 25); Attitudes Toward Academic Reading (10-40, 25); Total (20-80, 50).

None of the three p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 5 indicated no association between the independent variable and the dependent variables. The mathematical assumption of homogeneity of regression was met for all three comparisons.

It was hypothesized in composite null hypothesis number six that the differences among mean Elementary Reading Attitude Survey scores (pretest scores as covariate measures) for third graders who participated in a whole language reading program according to participation in English Training classes would not be statistically significant. Information pertaining to composite null hypothesis number six was presented in Table 6. The following information was cited in Table 6: variables, group sizes, pretest mean, pretest standard deviations, posttest mean, posttest standard deviations, posttest adjusted means, F values, and p levels.

Table 6: A Comparison of Adjusted Posttest Mean Elementary Reading Attitude Survey Scores for Third Graders (Pretest Scores As Covariant Measure) Who Participated in a Whole Language Reading Program According to Participation in an English Training Class Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/S	posttest M/S	posttest Adj. M	F value	p level
Attitude Toward Recreational Reading**						
English Training Class						
yes	6	36.8*/3.54	33.8/5.81	32.1	0.01	.9331
no	42	30.4/ 6.25	32.1/5.45	32.3		
Homogeneity of Regression					2.93	.0937
Attitude Toward Academic Reading						
English Training Class						
yes	6	34.2/5.67	33.7/4.03	32.8	1.08	.3048
no	42	28.7/7.42	30.0/6.02	30.1		
Homogeneity of Regression					0.51	.4799
Total						
English Training Class						
yes	6	71.0/8.83	67.5/5.96	65.2	0.37	.5446
no	42	59.1/12.51	62.1/10.41	62.4		
Homogeneity of Regression					0.27	.6028

*The larger the value, the more positive the attitude.
**The scales had the following possible scores and theoretical means: Attitudes Toward Recreational Reading (10-40, 25); Attitudes Toward Academic Reading (10-40, 25); Total (20-80, 50).

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None of the three p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 6 indicated no association between the independent variable and the dependent variables. The mathematical assumption of homogeneity of regression was met for all three comparisons.

Discussion

Summary

The purpose of the researcher was to investigate the attitudes towards reading of third grade students involved in a whole language program. The population was from 2 schools in Southwestern Kansas. The sample consisted of 71 students; 39 boys and 32 girls. The treatment group consisted of 48 students and the control group consisted of 23 students. The independent variables were participation status, gender, socio-economic status, race, qualification to receive Chapter 1 reading services, and participation in English Training Services. The dependent variables were scores from the following scales of the Elementary Reading Attitudes Survey: Attitudes Toward Recreational Reading, Attitudes Toward Academic Reading, and Total. Six composite null hypotheses were tested at the .05 level of significance employing a one way analysis of covariance. A total of 18 comparisons were made. None of the 18 main effects were statistically significant at the .05 level. The results

indicated no associations between independent variables and dependent variables.

Related literature and the Results of the Present Study

Eldridge and Butterfield (1986), Mullis, et al.(1993), and Healy (1963) all reported results indicating participation in a whole language reading program led to a more positive attitude toward reading. The results of the present study did not support their findings.

Generalizations

The results of the present study appeared to support the following generalizations:

1. no association between participation in a whole language program and attitude toward reading.

2. no association between gender for those who participated in a whole language program and attitudes toward reading.

3. no association between socio-economic status for those who participated in a whole language program and attitudes toward reading.

4. no association between race for those who participated in a whole language program and attitudes toward reading.

5. no association between qualification to receive Chapter 1 reading services for those who participated in a whole language program and attitudes toward reading.

6. no association between participation in English

Training services for those who participated in a whole language program and attitudes toward reading,

7. whole language approach and basal approach are statistically equal in association with change in attitude toward reading, and

8. the effects of whole language were equal for all groups investigated.

Recommendations

The results of the study appeared to support the following recommendations:

1. the study should be replicated with a large random sample,

2. the study should be replicated examining treatment in detail,

3. the study should be replicated investigating other dimensions of effectiveness, and

4. the study should be replicated controlling teacher variables.

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APPENDIX A

Letter Requesting Permission

to Use Testing Instrument

(ERAS)

1702 Fourth
Dodge City, Kansas 67801
August 17, 1993

Dear Dr. Kear:

I am a graduate student at Fort Hays State University in Hays, Kansas. I am currently writing my thesis about attitudes and motivation towards reading in children enrolled in a whole language program. I have read many articles on this topic. I was most interested in the article written by you and published in The Reading Teacher in May 1990. It gave me valuable information and seemed to fit my needs.

The "user friendly" Garfield test mentioned in the article is of importance to me. Its simple design and ease of administration will best suit the age group in my survey. I need your permission to use this test in my thesis project. I would appreciate any additional help you could give me in my endeavors.

Sincerely,

Sue Brungardt

APPENDIX B

Letter Granting Permission

to Use Testing Instrument

(ERAS)

The
Wichita
State University
Department of Curriculum and Instruction

August 30, 1993

Sue Brungardt
1702 Fourth
Dodge City, KS 67801

Dear Ms. Brungardt:

Thank you for your kind letter about our article on attitudes towards reading and the Garfield Reading Attitude Survey. Yes, you may use the instrument in your thesis project. Please note the limitations stated on the survey since it is copyrighted material. I would also ask that you send a summary of your thesis project/findings for our information.

I wish you success with your thesis project and the completion of your Masters degree.

Sincerely,

Dennis J. Kear

Dennis J. Kear
Associate Dean and Chair

The Wichita State University, Wichita, Kansas 67208-1595
Telephone (316) 689-3322 • Fax (316) 689-3302

APPENDIX C

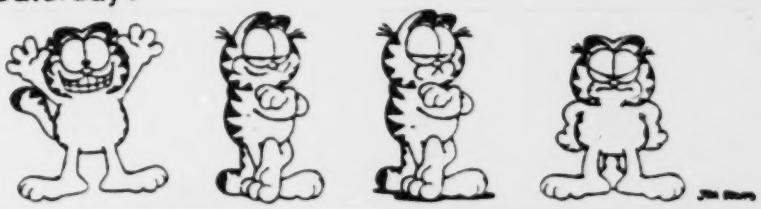
Elementary Reading Attitude Survey

(ERAS)

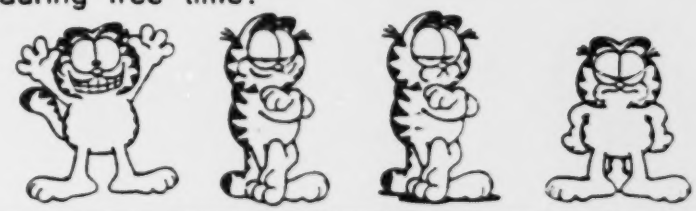
ELEMENTARY READING ATTITUDE SURVEY

School_____ Grade___ Name_____

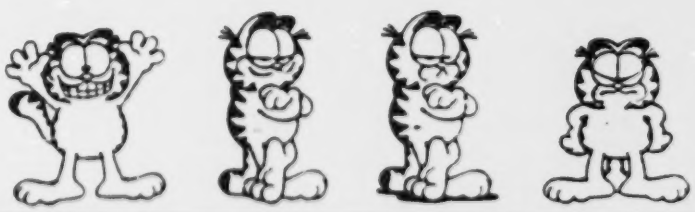
1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?

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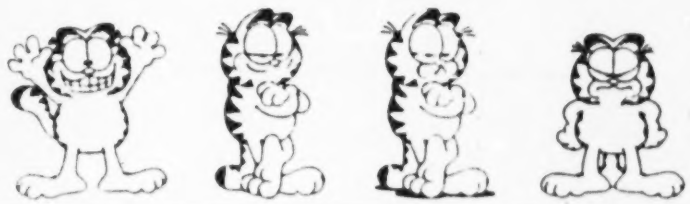
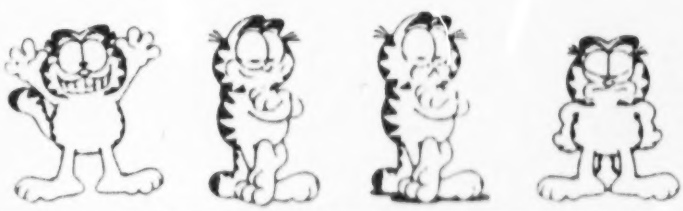
5. How do you feel about spending free time reading?



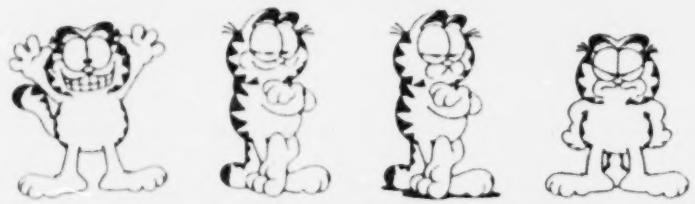
6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?



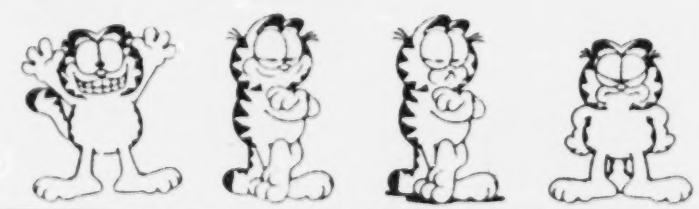
9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?

11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?



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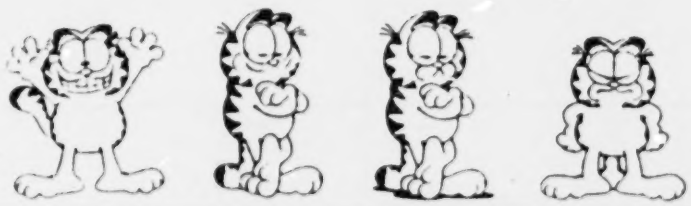
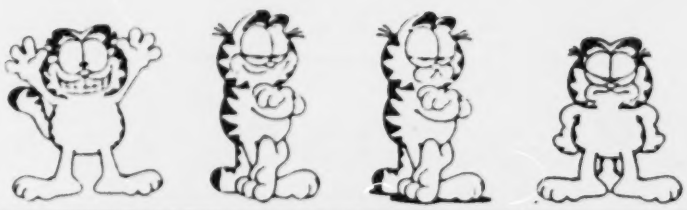
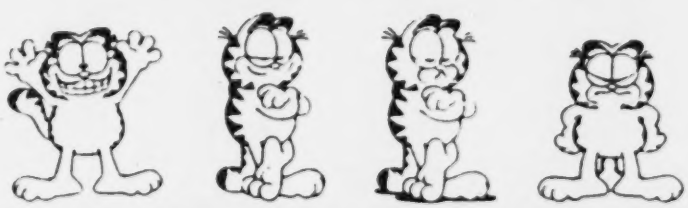
13. How do you feel about reading in school?



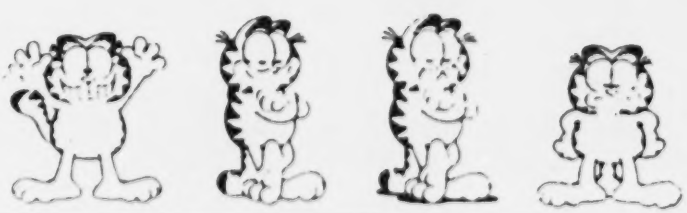
14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



16. How do you feel when it's time for reading class?



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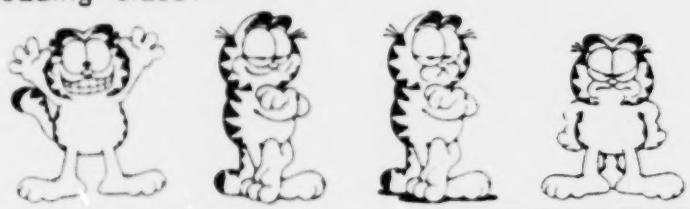
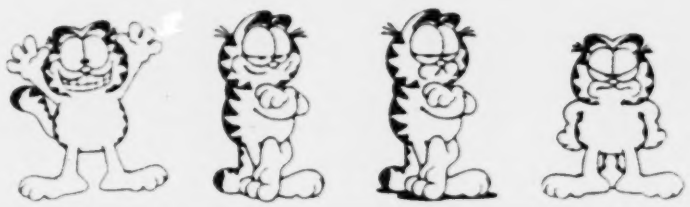
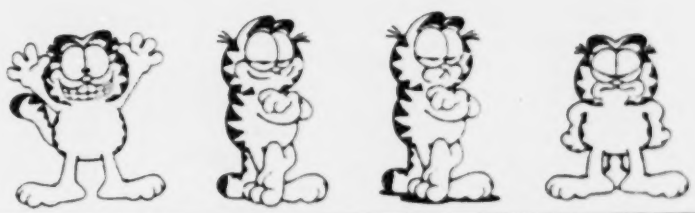
17. How do you feel about the stories you read in reading class?



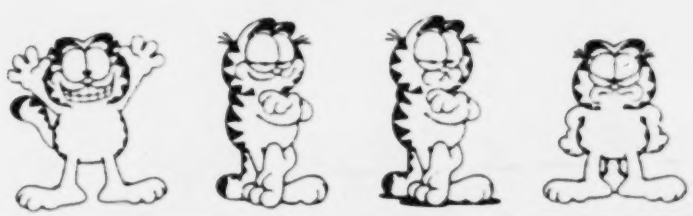
18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Elementary Reading Attitude Survey
Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide		
4	points	Happiest Garfield
3	points	Slightly smiling Garfield
2	points	Mildly upset Garfield
1	point	Very upset Garfield

Recreational reading	Academic reading
1. ____	11. ____
2. ____	12. ____
3. ____	13. ____
4. ____	14. ____
5. ____	15. ____
6. ____	16. ____
7. ____	17. ____
8. ____	18. ____
9. ____	19. ____
10. ____	20. ____
Raw score: ____	Raw score: ____

Full scale raw score (Recreational + Academic): _____

Percentile ranks

Recreational	
Academic	
Full scale	

APPENDIX D

Instructions for Administering the ERAS

Elementary Reading Attitude Survey
Directions for use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply-worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—a little upset and very upset. It is helpful to point out the position of Garfield's *mouth*, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item *number* and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about mid-way on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of Table 1. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

APPENDIX E

Validity and Reliability

(ERAS)

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Validity

Evidence of construct validity was gathered by several means. For the recreational subscale, students in the national norming group were asked (a) whether a public library was available to them and (b) whether they currently had a library card. Those to whom libraries were available were separated into two groups (those with and without cards) and their recreational scores were compared. Cardholders had significantly higher ($p < .001$) recreational scores ($M = 30.0$) then noncardholders ($M = 28.9$), evidence of the subscale's validity in that scores varied predictably with an outside criterion.

A second test compared students who presently had books checked out from their school library versus students who did not. The comparison was limited to children whose teachers reported not requiring them to check out books. The means of the two groups varied significantly ($p < .001$), and children with books checked out scored higher ($M = 29.2$) than those who had no books checked out ($M = 27.3$).

A further test of the recreational subscale compared students who reported watching an average of less than 1 hour of television per night with students who reported watching more than 2 hours per night. The recreational mean for the low televiewing group (31.5) significantly exceeded ($p < .001$) the mean of the heavy televiewing group (28.6). Thus, the amount of television watched varied inversely with children's attitudes toward recreational reading.

The validity of the academic subscale was tested by examining the relationship of scores to reading ability. Teachers categorized norm-group children as having low, average, or high overall reading ability. Mean subscale scores of the high-ability readers ($M = 27.7$) significantly exceeded the mean of low-ability readers ($M = 27.0$, $p < .001$), evidence that scores were reflective of how the students truly felt about reading for academic purposes.

The relationship between the subscales was also investigated. It was hypothesized that children's attitudes toward recreational and academic reading would be moderately but not highly correlated. Facility with reading is likely to affect these two areas similarly, resulting in similar attitude scores. Nevertheless, it is easy to imagine children prone to read for pleasure but disenchanted with assigned reading and children academically engaged but without interest in reading outside of school. The intersubscale correlation coefficient was .64, which meant that just 41% of the variance in one set of scores could be accounted for by the other. It is reasonable to suggest that the two subscales, while related, also reflect dissimilar factors—a desired outcome.

To tell more precisely whether the traits measured by the survey corresponded to the two subscales, factor analyses were conducted. Both used the unweighted least squares method of extraction and a varimax rotation. The first analysis permitted factors to be identified liberally (using a limit equal to the smallest eigenvalue greater than 1). Three factors were identified. Of the 10 items comprising the academic subscale, 9 loaded predominantly on a single factor while the 10th (item 13) loaded nearly equally on all three factors. A second factor was dominated by 7 items of the recreational subscale, while 3 of the recreational items (6, 9, and 10) loaded principally on a third factor. These items did, however, load more heavily on the second (recreational) factor than on the first (academic). A second analysis constrained the identification of factors to two. This time, with one exception, all items loaded cleanly on factors associated with the two subscales. The exception was item 13, which could have been interpreted as a recreational item and thus apparently involved a slight ambiguity. Taken together, the factor analyses produced evidence extremely supportive of the claim that the survey's two subscales reflect discrete aspects of reading attitude.

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37	86	85	2	88	89	2	90	93	3	92	95	4	94	98	7	95	99	7
36	81	79	2	84	85	2	87	91	2	88	93	3	91	96	6	92	98	7
35	77	75	1	79	81	1	81	88	2	84	90	3	87	95	4	88	97	6
34	72	69	1	74	78	1	75	83	2	78	87	2	82	93	4	83	95	5
33	65	63	1	68	73	1	69	79	1	72	83	2	77	90	3	79	93	4
32	58	56	1	62	67	1	63	74	1	66	79	1	71	86	3	74	91	3
31	52	53	1	56	62	1	57	69	0	60	75	1	65	82	2	69	87	2
30	44	49	1	50	57	0	51	63	0	54	70	1	59	77	1	63	82	2
29	38	44	0	44	51	0	45	58	0	47	64	1	53	71	1	58	78	1
28	32	39	0	37	46	0	38	52	0	41	58	1	48	66	1	51	73	1
27	26	34	0	31	41	0	33	47	0	35	52	1	42	60	1	46	67	1
26	21	30	0	25	37	0	28	41	0	29	46	0	36	54	0	39	60	1
25	17	25	0	20	32	0	21	36	0	23	40	0	30	49	0	34	54	0
24	12	21	0	15	27	0	17	31	0	19	35	0	25	42	0	29	49	0
23	9	18	0	11	23	0	13	26	0	14	29	0	20	37	0	24	42	0
22	7	14	0	8	18	0	9	22	0	11	25	0	16	31	0	19	36	0
21	5	11	0	6	15	0	6	18	0	9	20	0	13	26	0	15	30	0
20	4	9	0	4	11	0	5	14	0	6	16	0	10	21	0	12	24	0
19	2	7		2	8		3	11		5	13		7	17		10	20	
18	2	5		2	6		2	8		3	9		6	13		8	15	
17	1	4		1	5		1	5		2	7		4	9		6	11	
16	1	3		1	3		1	4		2	5		3	6		4	8	
15	0	2		0	2		0	3		1	3		2	4		3	6	
14	0	2		0	1		0	1		1	2		1	2		1	3	
13	0	1		0	1		0	1		0	1		1	2		1	2	
12	0	1		0	0		0	0		0	1		0	1		0	1	
11	0	0		0	0		0	0		0	0		0	0		0	0	
10	0	0		0	0		0	0		0	0		0	0		0	0	

Reliability

Cronbach's alpha, a statistic developed primarily to measure the internal consistency of attitude scales (Cronbach, 1951), was calculated at each grade level for both subscales and for the composite score. These coefficients ranged from .74 to .89 and are presented in Table 2.

It is interesting that with only two exceptions, coefficients were .80 or higher. These were for the recreational subscale at Grades 1 and 2. It is possible that the stability of young children's attitudes toward leisure reading grows with their decoding ability and familiarity with reading as a pastime.

Table 2
Descriptive statistics and internal consistency measures

		Recreational Subscale				Academic Subscale				Full Scale (Total)			
Grade	N	M	SD	S_eM	Alpha[a]	M	SD	S_eM	Alpha	M	SD	S_eM	Alpha
1	2,518	31.0	5.7	2.9	.74	30.1	6.8	3.0	.81	61.0	11.4	4.1	.87
2	2,974	30.3	5.7	2.7	.78	28.8	6.7	2.9	.81	59.1	11.4	3.9	.88
3	3,151	30.0	5.6	2.5	.80	27.8	6.4	2.8	.81	57.8	10.9	3.8	88
4	3,879	29.5	5.8	2.4	.83	26.9	6.3	2.8	.83	56.5	11.0	3.8	.89
5	3,374	28.5	6.1	2.3	.86	25.6	6.0	2.5	.82	54.1	10.8	3.6	.89
6	2,442	27.9	6.2	2.2	.87	24.7	5.8	2.5	.81	52.5	10.6	3.5	.89
All	18,138	29.5	5.9	2.5	.82	27.3	6.6	2.7	.83	56.8	11.3	3.7	.89

[a]Cronbach's alpha (Cronbach, 1951).

APPENDIX F

Demographic Sheets

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Demographic Sheet

Treatment Group

Name_____

Sex: F_____M_____

Socio-Economic Status:

Full price lunch , reduced lunch, free lunch

Ethnic Code:

White, Hispanic, Black, Asian, Indian,

Special Services:

Chapter 1 Reading, English Training Classes, None

ERAS Pretest Scores:

Recreational Reading..... _____

Academic Reading..... _____

Total Reading Score..... _____

ERAS Posttest Scores:

Recreational Reading..... _____

Academic Reading..... _____

Total Reading Score..... _____

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Demographic Sheet
Control Group

Name_____

Sex: F_____M_____

ERAS Pretest Score:

Recreational Reading..... _____

Academic Reading..... _____

Total Reading Score..... _____

ERAS Posttest Score:

Reacreational Reading..... _____

Academic Reading..... _____

Total Reading Score..... _____

APPENDIX G

Treatment

(Whole Language Program)

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The whole language reading program used in the study provided opportunities for students to read and write on a variety of themes throughout the year. The students completed various skills projects while reading literature books and had an opportunity to share their experiences in oral and written form. The students read twenty books throughout the year.

The reading program consisted of both intensive reading and extensive reading activities. The intensive reading part was made up of whole class reading and literature response groups. The students read stories in a number of different ways. Books could be read with a partner, individually, or shared reading with the researcher. The student had an opportunity with each book to discuss with the group what they read and also to respond in written form in their journals. A reading log was also kept to record total books read. The researcher also read to the students for 15 minutes each day from a variety of different books. During this reading, the students were allowed to sit or lie on the rug or remain in their seats if they chose. The researcher sat with the children on the rug so she could share pictures as the story was being read. The children enjoyed this time and became quite involved in the books being read.

The extensive reading program offered opportunities for the students in read anything that was of interest to them.

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It consisted of the WEB (Wonderfully Exciting Books), RAP (Read Any Place) and literature extension activities.

The goal of the WEB program was to help the children become lifelong readers by providing them with quality literature and encouraging them to read. The students wre asked to read for around 20 minutes each night four days a week. They could choose any literature they wanted. They also could read silently or out loud to a family member.

At the beginning of each school day, the students read for 20 minutes silently. The goal of this RAP program ws to educate their imagination and enhance the theme being studied. The students would fread from school library and public library books supplied by the researcher on the current theme.

Literature extension activities the students engaged in consisted of wanted posters of main characters, reader's theatres, book sales, dioramas, and postcards to the authors.

Teacher Read Alouds

The Littles and The Trash Tinies	John Peterson
Inventions A to Z	Ian Graham
Charlotte's Web	E.B. White
Iktomi and the Ducks	Paul Goble
Charlie and the Chocolate Factory	Roald Dahl
A Giraffe and a Half	Silverstien
The Wump World	Bill Peet
Kermit the Hermit	Bill Peet
Muggie Maggie	Beverly Cleary
Ribsy	Beverly Cleary
Freckle Juice	Judy Blume
Nate the Great	Marj Sharmat
Encyclopedia Brown	Donald Sobel
The New Kid on the Block	Jack Prelutsky
Ask Me Anything About Presidents	Luis Phillips

Children's Book List

PeeWee Scouts Trash Bash	Judy Dalton
Sarah, Plain and Tall	Patricia MacLachlan
Amazing Spiders	Alexandra Parsons
The Chocolate Touch	Patrick Catling
The Spy on Third Base	Matt Christopher
George Washington's Breakfast	Jean Fritz
Fables	Arnold Lobel
Peter Pan	J.M. Barrie
Big Bad Bruce	Bill Peet
Cowardly Clyde	Bill Peet
The Spooky Tail of Prewitt	Bill Peet
Hubert's Hair-Raising	Bill Peet
Droofus the Dragon	Bill Peet
Nate the Great	Marj Sharmat
More Stories Julian Tells	Ann Cameron
A Taste of Blackberries	Doris Smitt
The Flunking of Joshua T. Bates	Susan Shreve
Warton the the Lord of Skies	Russell Erikson
The Magic Schoolbus	Joanna Cole
The One in The Middle Is The Green Kangaroo	Judy Blume